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ABSTRACT

This guide for planners, administrators, staff, and teaching personnel of Ohio's current and pending bilingual education programs is intended to share the expertise of school administrators, bilingual program staff, and teaching personnel in the area of bilingual program entry and exit criteria, review pertinent theories and studies, and address current concerns expressed by personnel in Ohio programs. The first section discusses the planning of entry and exit criteria for a bilingual program, including consideration of the general language characteristics of the student population, program goals and objectives, the type of program adopted, selection of the criteria planning team, and ongoing evaluation. The second section outlines issues in the implementation of entry criteria, including the identification and placement of potential limited English proficient students. The third section discusses implementation of exit criteria, including both trial and final mainstreaming. A case study of exit criteria put into practice and entry and exit criteria models of some out of state bilingual programs are appended, and lists of general references and pertinent instruments are also included. (MSE)

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INTRODUCTION

Purpose of Handbook

Since 1975, bilingual programs have been operating in Ohio schools to meet the needs of those children whose lack of English communication skills inhibits their progress in an all-English classroom. The administrators of Ohio programs, as well as administrators of bilingual programs throughout the country, have gained considerable experience in establishing and implementing entry and exit criteria for their programs.

Based upon this wealth of experience, the Ohio Department of Education through its Division of Equal Educational Opportunities has produced this handbook with the purpose of:

1) sharing the expertise of school administrators, bilingual program staff and teaching personnel, in the area of entry and exit criteria;
2) reviewing theories and studies pertinent to the area of entry and exit criteria;
3) addressing current concerns that have been expressed by personnel working in Ohio bilingual programs in the area of entry and exit criteria.

Intended Audience

The information provided in this handbook should be of use to the following groups of people:

1) planners, administrators, staff, and teaching personnel of bilingual programs that are in the process of being established in Ohio;
2) administrative staff, and school, college and university teaching personnel involved with current bilingual programs in Ohio.

Definition of Terms

Throughout this handbook, several terms will be used with frequency. In order to insure a uniform understanding of the concept represented, they are defined below.

Limited English Proficiency (LEP) refers to

(A) individuals who were not born in the United States or whose native language is a language other than English,

(B) individuals who come from environments where a language other than English is dominant,

(C) individuals who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency,

and, by reason thereof, have sufficient difficulty speaking, reading, writing or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English (20 U.S.C. 3223) (Title VII of the Elementary and Secondary Education Act of 1965).

Bilingual Education means

a program of instruction designed for children of limited English proficiency in elementary or secondary schools, in which . . .

(1) there is instruction given in, and of, English and (to the extent necessary to allow children to achieve competence in the English language) the native language of the children of limited English proficiency,

(2) the instruction is given with appreciation for the cultural heritage of the children of limited English proficiency and of other children in American society, with emphasis on those cultures represented in the LEA (Local Education Agency),

(3) the instruction is given in all courses or subjects of study to the extent necessary to allow a child to progress effectively through the educational system. (20 U.S.C. 3223 (4) (A)).

Entry Criteria are

those means used to identify potential LEP students and to assess their language and cognitive strengths and weaknesses in order to determine which students should be placed in a bilingual program.

Exit Criteria are

those means used to identify students currently receiving services in a bilingual program whose English language proficiency is at a level which will enable them to learn successfully in classrooms in which the only language of instruction is English.

ESL instruction is

a specific teaching or tutoring activity designed to help LEP students learn English as a second language.

L_1 is a student's first or native language

L_2 is a student's second language. In this handbook L_2 will refer to English.

Organization of the Handbook

In order to establish and implement entry and exit criteria in a bilingual program, several factors should be considered before appropriate decisions can be made. Figure 1 on page six shows the two stages (planning and implementation) of the process used to determine which students should be enrolled in the bilingual program, and which students are ready to be mainstreamed into an all English classroom. The factors that influence decisions made in each of these two stages have been placed within parentheses in the same figure.

Figure 1 outlines the role of each individual factor in the planning and implementation of entry and exit criteria. The comments offered on the pages to follow are intended as guidelines to help bilingual program administrators find appropriate answers to specific questions related to developing and implementing these criteria.

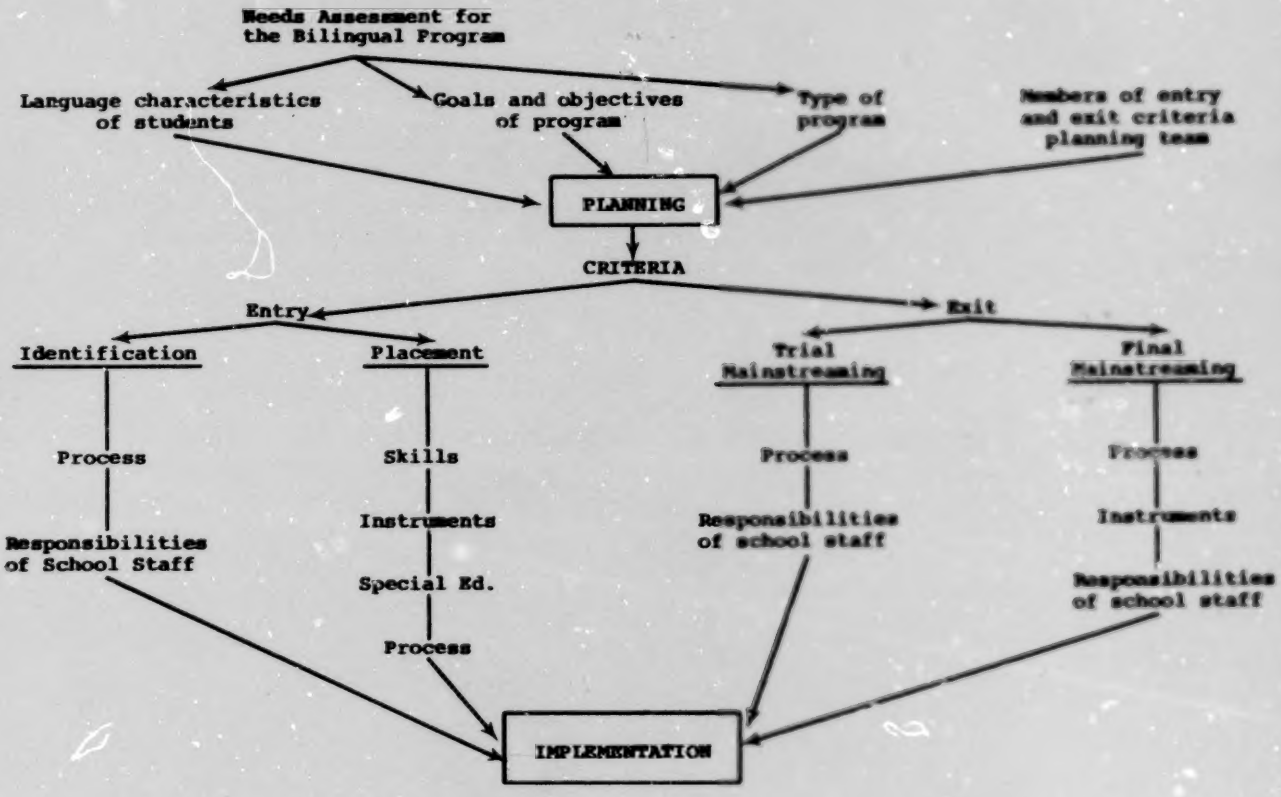


Figure 1.

Planning and Implementing Entry and Exit Criteria in a Bilingual Program

SECTION I

PLANNING ENTRY AND EXIT CRITERIA FOR A BILINGUAL PROGRAM

As indicated on the diagram on the previous page, there are four factors that influence decisions made at the planning stage of entry and exit criteria: (1) the general language characteristics of the students who reside in the district; (2) the goals and objectives of the bilingual program; (3) the type of bilingual program adopted; and (4) the selection of members of the entry and exit criteria planning team. The role of each of these factors will be discussed in this section.

General Language Characteristics of the Student Population: A Factor To Consider

The first step in planning a bilingual program is to administer a general language needs assessment of the students who are within the school district. In Ohio bilingual programs, this assessment is usually administered through a home language survey (a take home questionnaire) on which parents provide information related to the language needs of their children. Items on the questionnaire could include children's place of birth, native language of school age children, the language most commonly spoken at home, and the expected length of residence in the district. Follow-up home visits could be made to those households in which family members could not complete the questionnaire due to an inability to read and write in English or the native language. It is recommended that the questionnaires be prepared in other languages besides English.

Information obtained from this survey of general language needs of the student population will serve to identify the language characteristics of students and will not only influence decisions about the goals and objectives of the bilingual program itself, but it

will also directly affect decisions relating to entry and exit criteria. For example, an estimate of the number of LEP students is essential in order to decide how many staff members will be needed to implement the criteria. An idea of the different language groups represented in the district will help the implementation team determine what language skills are needed to conduct a parent interview and to administer student language proficiency tests. Information about the school background of the students will aid in deciding if it will be appropriate to measure literacy skills in both English and the native language.

Goals and Objectives of the Bilingual Program: A Factor to Consider

It has been shown how the data obtained from the general language needs assessment can directly influence decisions made when planning entry and exit criteria. A second set of factors that bear on the entry and exit criteria planning process are the goals and objectives that have been established for the bilingual program. It is not the purpose of this section to explain how to define goals and objectives for a bilingual program. The purpose is to discuss how goals and objectives identified for the bilingual program will influence the kind of entry and exit criteria used for that particular program.

As mentioned previously, the goals of the program are developed according to students' needs identified in the initial language assessment. However, these goals may be affected by different expectations of members of the program planning team, and the way they respond to bilingual or multicultural realities within a district may represent a variety of views.

Type of Bilingual Program Adopted: A Factor to Consider

The design of the program will reflect the results of the language needs assessment and the goals and objectives for the bilingual program as defined by the program planning team. For example, the program may require English as a prerequisite for all content

instruction. Thus, no instructional changes would be made in the classroom except, perhaps, the teacher or instructional aide would clarify materials using the LEP students' native language. ESL pull out sessions may be an additional component of this type of program. On the other hand, ESL classes may be combined with bilingual instruction in the classroom to achieve a quick transition into English only classes. Another alternative would be providing solely bilingual instruction in the beginning years with planned transition to a monolingual English program. A different option may be a true bilingual program with the goal of building and extending competence in both languages.

The type of program model adopted will influence the kind of criteria used for entering and exiting the program. If content area instruction in the native language is emphasized in the objectives of the program, testing a student's literacy skills in L_1 may become an essential element in the entry criteria. Similarly, measuring native language skills will play a more important role in the exit criteria for a program that has the goal of building competence in L_1 than in the exit criteria for a program that calls for transition into an all English classroom as quickly as possible. It is important, then, that persons planning the entry and exit criteria be aware of the particular district's goals and objectives for the bilingual program.

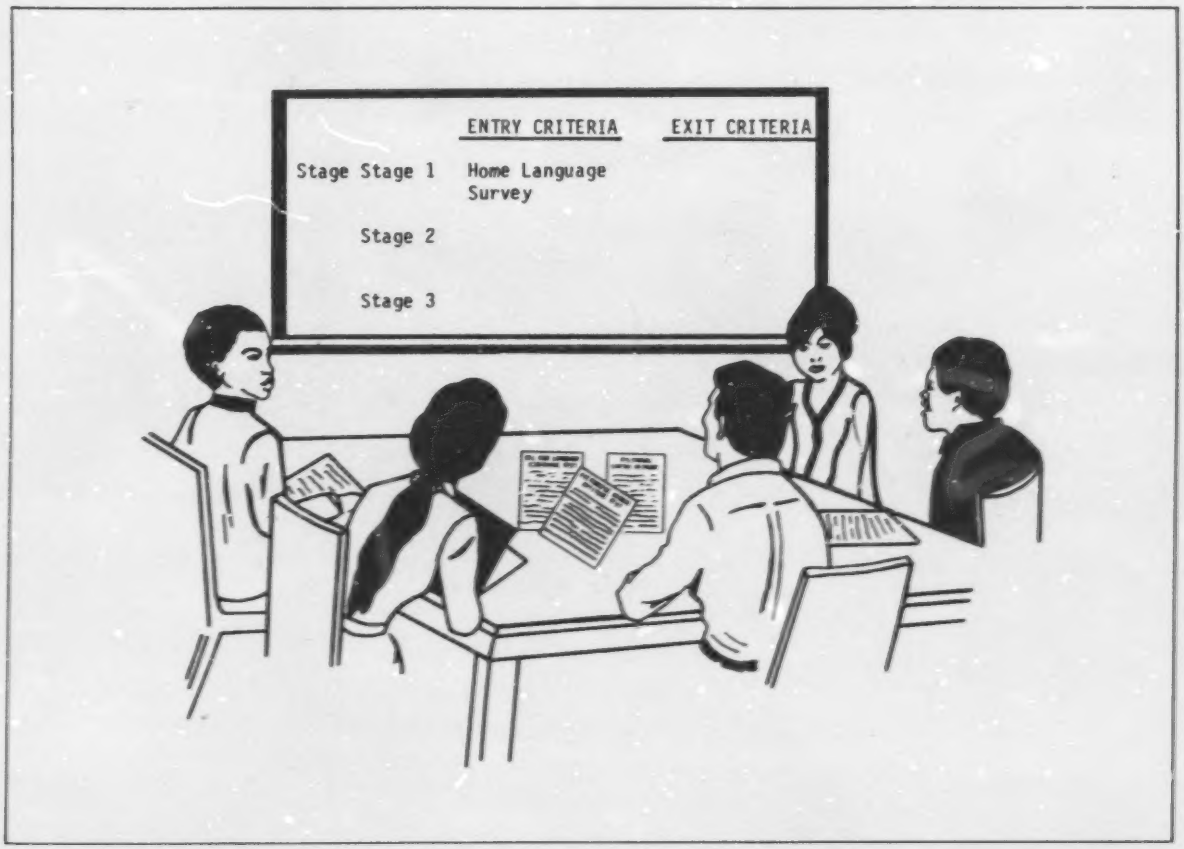
Selection of the Criteria Planning Members

Once the students' general language characteristics and possible needs have been determined, the goals and objectives of the bilingual program have been agreed upon, and a program model has been adopted, the program planners must select the members of the team who will be in charge of establishing the entry and exit criteria for the program. If the program plan includes appointing a program director, the selection of the criteria planning team members may be his or her responsibility. In any case, whoever is in charge of

assembling this team may wish to consider the wide range of resources that are available in the school and community. Although it would be possible to select just one person (a speech therapist for example) to decide upon the program's entry and exit criteria, there is an advantage to selecting several persons to develop the criteria. Through group participation, information from a variety of sources can be obtained.

Many program administrators have formed teams consisting not only of administrative staff, but also of teachers and parents. Other resources to consider are students or ex-students who have been served by previous or other bilingual programs. Acting either as team members or as consultants, they could indicate the successes and failures that they experienced in all English classrooms after being exited from a bilingual program. From this information, inferences could be made about the adequacy of a program's entry and exit criteria. The teachers of students who have been exited from bilingual programs could also provide information on the adequacy of proposed entry and exit criteria.

The number of team or committee members needed to establish the criteria will depend on the size and resources of the school district. Whatever the team composition, members should strive to reach a consensus on the criteria that will be used to determine if a student should enter or leave a bilingual program. They should also agree on which language and academic skills need to be tested, instruments to measure these skills, procedures for implementing the criteria, and the staff required for the implementation process.



The decisions made by the criteria planning team have an impact on various aspects of the program. For example, the job description and qualifications of the implementation staff depend on the assessment instruments that are to be administered. Similarly, the instruments chosen will be influenced by the skills that are considered relevant to the entry and exit process. In addition, the procedures to be established will be limited by the size of the program and the resources available.

In Sections II and III of this handbook, the effect that these decisions can have on the implementation of the criteria will be discussed. Much of the information provided in the following sections was obtained from the administrators and teaching staff of current bilingual programs in Ohio.

Ongoing Evaluation

The administrators of current bilingual programs realize that the above mentioned factors are relevant to their programs currently in operation as well as to new programs. It may be that program goals need to be reassessed due to a change in the student population being served. Perhaps the reassessment indicates that a larger proportion of LEP students are illiterate in their native language, or that a new language group is settling in the district. These changes might require modifications in the program plan. This, in turn, would probably mean that the entry and exit criteria would also have to be reassessed as part of the program's ongoing evaluation.

SECTION II

IMPLEMENTING ENTRY CRITERIA FOR A BILINGUAL PROGRAM

In the handbook's first section, certain factors which influence the planning of entry and exit criteria were discussed. As indicated in Figure 1 (page six), the end product of this planning stage is a set of specific criteria. This section will deal with implementing the entry criteria that have been established. Most Ohio bilingual programs follow two steps in determining which students should be enrolled in bilingual educational settings: identifying potential LEP students and placing potential LEP students into a program.

Identification of Potential LEP Students

In the first part of this section an explanation is provided of how the needs assessment results can also help in the actual identification of potential LEP students. In addition, the steps in the identification process followed by some personnel in Ohio will be discussed. Finally, specific responsibilities of the team implementing the identification criteria will be considered.

General Language Characteristics of Student Population

A first step in preparing to identify potential LEP students could be to review the results of the general language needs assessment used to initiate planning for the bilingual program. Having a general idea of the number of households in which a language other than English is commonly used and what languages are represented will help the implementation team in scheduling parent interviews and administering the home language survey. This information can also be used to anticipate when interviews cannot be conducted in English and a bilingual staff member or volunteer is needed.

A general survey of the language characteristics of households within the district could be administered on a periodic basis (once every two years, for example) as a way of determining trends in population shifts. For example, it may be found that fewer Spanish-speaking migrant families are establishing temporary residence in rural sections of Ohio. Another trend may be that the number of Indochinese families is rising sharply in certain urban areas of Ohio. Personnel charged with the implementation of entry criteria would need to be prepared for such changes.

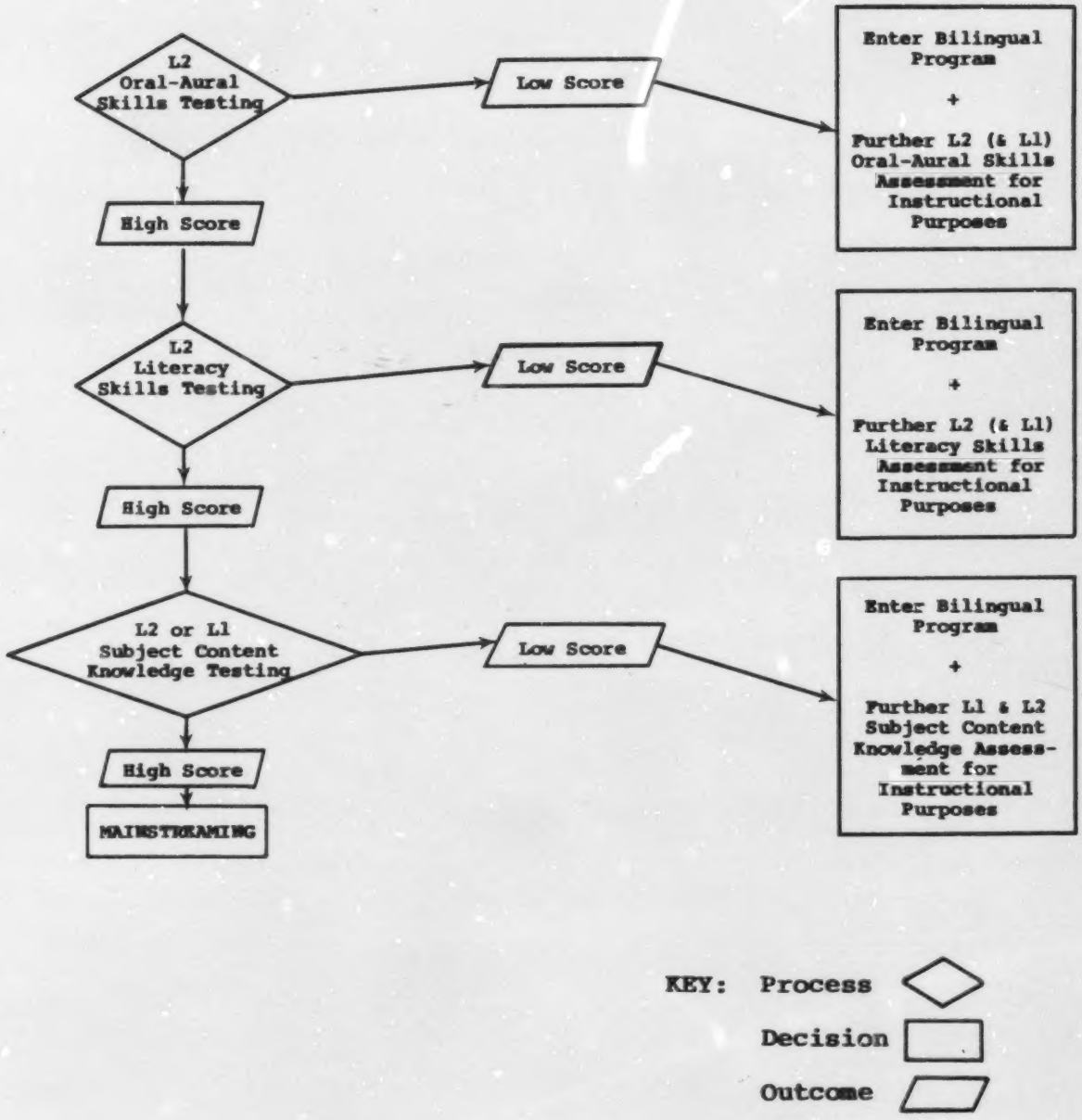


Figure 2. Suggested Entry Evaluation Procedure

Steps in the Identification Process

In Ohio, potential LEP students can be identified through the home language survey and also through parent interviews conducted at the time of a student's enrollment.

The interview usually takes place informally at the school, where a potential LEP student and/or the parents can be asked three questions relating to the child's native language.

1) What is your native or first acquired language?
2) What language do you most often speak in your home?
3) Regardless of the language you speak, what language is most often spoken in your home?

If the answer to **any** of these questions is a language **other** than English, then it can be assumed by school personnel that the child is **potentially** LEP. At this time, it is the school's responsibility to refer the child to a specific department where a team should be in charge of the official identification process. (A word of caution. Although a child may be identified as a potential LEP student needing bilingual program services, personnel must be sensitive to those parents who are not interested in this type of placement for their child.)

Staff Responsibilities

The identification team should then administer the home language survey to confirm the school's preliminary identification, and to gain further information from parents on whether the child reads or writes in either the native language or in English.

It is important that a parent interview be conducted, not only to insure proper identification, but also to gain further biographical and/or educational data (e.g., past grades, attendance, health problems, and parent/school relations) and any other information

which might affect future placement. When appropriate, every effort should be made to have an interpreter present during interviews.

Placement of Potential LEP Students

After potential LEP students have been identified, they should be placed in appropriate instructional programs according to their language needs. In the second part of this section the learning areas and language skills to be assessed, assessment instruments that could be used, and the steps to follow in placing potential LEP students in a bilingual program will be explained. This section will also discuss students' special education needs that could be assessed during the placement process.

English Language Skills To Be Assessed

Within most bilingual education programs, the first type of entry evaluation to be conducted is English oral-aural proficiency testing. If a student demonstrates a need for services within the bilingual program as a result of low English oral-aural skills assessment, he or she may be placed directly into the bilingual program since no further assessment is necessary within the scope of entry evaluation (see Figure 2 on page 14). Once the student is placed in a bilingual program, the bilingual classroom teacher might initiate a further in depth evaluation of the student's oral-aural abilities, literacy skills, and subject content knowledge in both the native language and English. The bilingual classroom teacher will thereby acquire sufficient assessment information upon which to base adequate and appropriate instruction for the pupil. Further in depth assessment of many educational areas will prevent the student from being mainstreamed prematurely.

An important concept, sometimes overlooked, should be considered before mainstreaming a student into an all English setting. To illustrate contrasting aspects of

language proficiency, Cummins (1980) has developed the terms "basic interpersonal communicative skills" (BICS) and "cognitive/academic language proficiency" (CALP).

BICS is defined as that aspect of language proficiency which everyone, except for the autistic or severely retarded, is able to master in the native tongue — which is the ability to successfully communicate orally in daily interpersonal situations ". . . regardless of IQ or academic aptitude" (1980, p. 28). It is common for LEP students in the U.S.A. to acquire BICS in English within a relatively short period of time due, at least in part, to the intense need to communicate with English speaking peers and thereby to be accepted by them.

CALP, however, is tied to the development of literacy skills, the acquisition of which is more elusive. Cummins states that ". . . individual differences in CALP are strongly related to academic progress whereas individual differences in BICS are largely unrelated to academic progress:" (1980, p. 31). Cummins believes that for LEP students, academic success in an L_2 only classroom is dependent upon a strong foundation in literacy skills.

> The main implication for bilingual education is that just as in a unilingual situation, L1 BICS (e.g., fluency) tells us virtually nothing about L1 CALP; native-like L2 BICS in a bilingual situation tells us very little about a child's ability to survive educationally in an L2-only classroom (1980, p. 35)

Therefore, English literacy skills proficiency (L2 CALP) and English oral-aural skills proficiency (L2 BICS) should both be considered as predictors of academic success in an all English classroom.

Similarly, Troike (1982) and Hamayan and Terdy (1979) concur that academic achievement, not just English proficiency, should be considered before mainstreaming bilingual students. Troike states: "The purpose of bilingual education should be *educational*, not just the development of English proficiency" (1982, pp. 8-9). Hamayan and Terdy state: ". . . it is recommended that achievement in various areas of instruction be measured before a child is transferred out of the program" (1979, p. 11).

Thus, as previously noted, if a student scores low on the English oral-aural proficiency instrument, he or she may be placed directly into the bilingual program (see Figure 2 on page 14). However, if the pupil achieves a high score, it is suggested that he or she proceed to English literacy skills testing. If the student receives a low score in English literacy skills, it is recommended that he or she likewise be placed into the bilingual program. If the pupil demonstrates competency in the English literacy skills, then additional assessment is suggested (as discussed below) before making a final decision to mainstream the student.

Content Areas To Be Assessed

If a student is assigned to the bilingual program, subject content knowledge assessment may be left to the bilingual classroom teacher for instructional planning purposes. However, before deciding to mainstream the potential LEP student who has received a high score on both English oral-aural and literacy skills testing, it is advisable to evaluate his or her knowledge of subjects such as math, science, and social studies in English. However, if the student receives a low score, a similar test may be administered in the native language. If the pupil scores high in either language, he or she may be mainstreamed. However, if a low score is received in both languages, it is suggested that the student enter the bilingual program. Even though a pupil may score high in English oral-aural and basic literacy skills, it is possible that his or her English vocabulary and literacy skills are still limited as far as subject content in English is concerned. Such limitations may restrict the student's ability to function adequately in content areas in an all English setting.

Krashen (1982) explains why English language development is enhanced once the student has acquired a strong background in subject content areas in at least the native language, as would be provided in an effective bilingual program:

> Subject matter classes taught in the first language contribute indirectly but powerfully to the acquisition of English. First, such classes result in knowledge, knowledge that helps make English input more comprehensible. A limited English speaking child who has had a good math background will acquire more English and more math in the English language medium math class than the limited English speaking child whose math background is poor. This is because the former child has more context, more background information that makes the input easier to understand (1982, p. 13).

Therefore, if the student is mainstreamed without an adequate background in content areas, at least in the native language, he or she may find that much of the content encountered is incomprehensible in the second language and academic progress may be slow and frustrating.

Native Language Communicative Skills To Be Assessed

As previously discussed, knowledge of content areas may be assessed in the native language if the student does poorly on the subject matter test in English. However, as far as native language communicative skills are concerned, oral-aural proficiency and literacy skills assessment may be left to the bilingual classroom teacher who will measure these abilities for instructional purposes. In basic bilingual education methodology, L1 oral-aural proficiency precedes L2 oral-aural proficiency, just as L1 literacy skills development precedes L2 literacy skills development.

Appropriate Instruments for Placing Potential LEP Students

It has been shown that success in the classroom depends not only on the student's ability to communicate orally on a basic interpersonal level, but also on the student's

proficiency in cognitive/academic language. Therefore, personnel in charge of entry level assessment of potential LEP students should be prepared to administer tests not only in the area of oral communicative skills, but also in the area of reading skills, writing skills, and achievement in content subjects.

The selection of these tests should be based on the following criteria: 1) the instrument assesses skills that relate to classroom activities; 2) the instrument can be administered, scored, and interpreted in a reasonable period of time; 3) the instrument has proven validity (it measures what it is designed to measure) and reliability (it is consistent over administrations in measuring what it is designed to measure).

The purpose of this section will be to review some of the most commonly used assessment placement devices in Ohio bilingual programs, and to discuss the effectiveness of the tests in determining if a student needs the services of a bilingual program, or if the student is ready to be mainstreamed into all English instruction. It is not the purpose of this section to provide a list of all the commercially and locally devised assessment devices that are available for testing language and cognitive skills. Nor is it the purpose to recommend any one specific test for a particular skill.

There are many sources that provide relatively complete lists of tests currently available. Other resources give a review of the instruments in addition to a brief description of them. An example is the **EDAC Test Collection Catalog: A description of Tests for Use in Bilingual Education Programs,** available through the Ohio Department of Education. This source contains descriptions of over 200 tests and lists resources that provide quality reviews of many of the tests.

Instruments That Measure Oral Communicative Skills

Language Assessment Scales (LAS) - Edward A. DeAvila and Sharon E. Duncan. This test provides information on the student's ability to distinguish between specific spoken

phonemes, to reproduce orally specific phonemes, and to provide the correct oral label for certain concepts (this implies knowledge of both the concept and the label). In addition, the student is expected to match appropriate pictures with spoken sentences, and to demonstrate orally both comprehension of an oral account based on a set of pictures and recall the main ideas and details. This last task involves at least three skills.

The LAS can give the person in charge of language assessment important information about the child's level of oral proficiency in English. However, the person in charge of assessment should realize which skills are tested and not tested using this instrument. For example, a low score on the section dealing with minimal sound pairs does not necessarily mean that the student has difficulty understanding English as it is usually spoken, that is, within a specific context and often with visual cues. On the other hand, speakers of English rarely enunciate in normal conversation as clearly as they do when pronouncing items in isolation. Therefore, a high score on this section does not necessarily mean that a student is able to understand a normal conversation. Ability to reproduce orally phonemes is an important skill, but it is possible to have the skill without being proficient in speaking another language.

Although the vocabulary used throughout the tests is of a general nature and does not specifically relate to the classroom, the last three sections measure process skills that are needed in order to be successful in a classroom. These include recognition of basic vocabulary, ability to comprehend language when spoken in context and with the support of visual cues, and the ability to answer oral questions.

Bilingual Syntax Measure (BSM) - Burt, Dulay-Hernandez-Chavez. This instrument is used to measure a child's level of syntactic proficiency in natural speech elicited in response to oral questions about cartoon-like visual cues. This text is based on the theory that the level of one's syntax is a more accurate measure of overall oral language proficiency than pronunciation or vocabulary skills.

The examiner should keep in mind that in this test only one speech register is being tested (that of a semi-formal situation between an adult and child), and that the format allows for only one use of language (the answering of questions). As was true with the LAS, the content of the BSM is not related to the classroom. Although there is an attempt to collect natural samples, the discrete point scoring system adheres strictly to standard English as the basis for deciding whether or not a response is grammatically correct.

Language Assessment Battery (LAB) - Board of Education of New York City. Test I (Listening) of this instrument is divided into two parts. The first part tests the student's ability to point out one of four pictures that corresponds to a spoken word. The second part of the test assesses the student's ability to discriminate between minimal sound pairs.

The examiner should be aware that the first part contains pictures of some items which may not relate to the student's past experience. Thus, an error may be due to the fact that the student is not familiar with the concept, and not due to his or her limited English proficiency.

In the second part of this test, it is possible that a student who has the ability to distinguish the minimal sound pairs could score low because he or she is not able to remember the order in which they were spoken, or because he or she does not understand the instructions, which can be confusing even to an adult. In addition, the examiner should realize that a test of these isolated skills does not necesarily give a true indication of the student's ability to understand the type of speech that goes on in a classroom.

Test IV of the LAB is an assessment of oral production skills. The student is shown a series of pictures and is asked either to respond to a probing question (calling for creative construction of an answer) or to complete a spoken statement with an appropriate word.

The results of this test will not only demonstrate the student's ability to produce appropriate answers, but also will reveal the student's familiarity with the concept presented in the picture and his or her comprehension of the spoken questions. Therefore, in interpreting the results, the examiner ought to be aware that errors may represent a weakness in any one of the three basic skills that are involved in the designated task.

Language Facility Test (LFT) - S.T. Dailey. In this test, a photograph, a painting, and a drawing are used to elicit original stories from students. According to the responses given, the student is given a rating of one to nine on a scale of oral language competency. This measures the student's specific ability to describe a visual image to an adult.

The examiner should be aware that in order to perform well on this test, the student not only needs linguistic proficiency, but also the ability to make inferences, the confidence to be verbal in the presence of an adult, and an understanding of the task to be performed.

Comments and Suggestions

The commercial English oral proficiency measures described in this section focus on specific functions of oral language such as responses to oral questions and descriptions of visual images in a specific setting where an adult examiner asks the questions and the student responds. In recognition of the limitations of these instruments, the assessment team should not expect them to cover all of the functions of language that the student must exhibit to be successful in the classroom.

At the same time, it should be remembered that the purpose of **entry level** language assessment is not to carry out a complete evaluation of **all** the child's language needs and strengths, but rather to determine as quickly as possible if the child should be placed in a bilingual program. It can be assumed that students who score low on any of the above mentioned tests do have an oral communication difficulty that needs to be addressed so that they may have the opportunity to be successful in school. Placing the student in the bilingual program would be the best way to address these language needs.

Once the child is placed in the program, further testing will be needed not only to determine why the student scored low on the entry level oral proficiency test (causes could be affective or cognitive as well as linguistic), but also to plan instructional strategies based on the student's strengths and weaknesses. Since the entry level assessment instruments can also be useful in diagnosing these strengths and weaknesses, there should be constant communication and coordination between placement personnel and instructional personnel.

Program administrators might also consider another instrument which can be used for assessing a student's oral language proficiency, and which can prove to be more cost effective than the commercial instruments previously mentioned. Elizabeth M. Leeman (1981) states: "The most obvious way to test functional language ability is, in fact, to obtain a sample of real language use, as through a face to face interview" (p. 123). In the interview, the examiner could include expressions that relate to everyday classroom procedures. In addition, an effort could be made to elicit the kind of language which a child

needs to be successful when studying specific content areas. Shuy (1977) states that "a child's ability to seek clarification or get a turn seems much more critical than his ability to use past tense markers" (p. 79). For suggestions on how to conduct an effective interview as a means of assessing language proficiency, especially as it relates to a school setting, see pp. 285-289 in **Communication Assessment of the Bilingual Bicultural Child** edited by Joan Good Erickson and Donald R. Omark.

Instruments That Measure Literacy Skills

It is now clear that although a student is able to demonstrate good oral communication skills in English, he or she may not be able to participate effectively in the instruction provided in an all English classroom. Therefore, instruments that assess reading and writing skills should be administered to students who obtain high scores on the oral communication assessments to determine their reading and writing proficiency.

Reading. Before testing students' specific reading skills, especially those students in the early primary grades, it would be appropriate to assess the potential LEP students' concept about print. It is often assumed that all students who have completed the first grade are aware of basic concepts about print when, in reality, there are many students who still have not grasped such concepts. These concepts include knowledge that print carries a message, the left side of a book is read before the right side, the directionality of print is from left to right and from top to bottom, periods indicate a stop, commas indicate a pause, and printed words are bound by spaces. Marie Clay's **Sand: Concepts about Print** is recommended as an appropriate instrument for this kind of assessment.

Language Assessment Battery (LAB) Test II (Reading) of this instrument consists of multiple choice type sentence completions in which the student selects appropriate vocabulary and phrases that are logical extensions of incomplete sentences. The student is also asked to select the correct answer to questions based on reading selection. Thus, the LAB provides information about specific skills relating to knowledge of vocabulary, the ability to recognize the meaning of phrases within context, and comprehension of content.

Sucher-Allred Reading Placement Inventory - The Economy Company. This instrument consists of a word recognition test and an oral reading test. Within the oral reading test, errors are categorized according to mispronunciation, omission, insertion, substitution, and repetition. In addition, skills including the ability to recognize main ideas, facts, and sequence, and the ability to infer and think critically are tested.

Comments and Suggestions. If a student obtains low scores on either one of the above mentioned reading assessments, it can be assumed that the student has difficulties with certain reading skills and may benefit from a bilingual program. Again, further assessment should be done once the student is placed in order to plan instructional strategies.

Other assessment tools for reading that might be considered for use in the entry level process are the miscue analysis and the cloze procedure. Both of these tests can be easily prepared by the assessment team, thereby saving the district the expense of buying commercial tests.

The **miscue analysis** is similar to parts of the above mentioned Sucher-Allred Reading Placement Inventory. As described by Goodman and Burke (1970), an examiner using the miscue analysis listens to a student's oral reading and considers all deviations (miscues) from the printed page. The printed selection may be taken from a text used by other students at the same grade level as the student being tested. The information obtained from the oral reading serves as the basis for administration of a Reading Miscue Inventory, which is analyzed to determine the student's reading strategies and his or her pattern of strengths and weaknesses. Thus, this assessment tool can be used not only for placement purposes, but also for diagnosing the student's reading skills and planning appropriate instruction.

A **cloze test** consists of a passage (again, taken from a grade level text) from which words have been deleted at regular intervals. The student is asked to read the passage and to fill in the missing words. Leeman (1981) states: "Extensive studies of the cloze procedure have yielded impressive results in terms of the internal consistency and reliability of the procedure . . . The fact that a cloze test can be constructed, administered, and scored very easily, even by people with no specialized training in test construction, is a great advantage. Finally, the cloze test can be standardized simply by administering it to a group of native speakers, whose scores provide a criterion to which the scores of non-native speakers can be compared." (p. 124.)

Writing

Language Assessment Battery (LAB). Test III of this instrument assesses the student's ability to complete written sentences by selecting one of four given words. This test is actually a measure of syntax and grammar. Since the task requires simply the completion of given sentences, only a passive skill is being tested. The active skill of using syntax and grammar to communicate one's thoughts is not assessed. The examiner must be aware of these limitations.

Woodcock Language Proficiency Battery. Teaching Resources Corporation. The writing section of this instrument requires that the student respond in writing to a variety of questions, and identify and correct mistakes in typewritten passages. This test has the potential of providing important information about the student's functional writing ability, and it can be used to plan instructional strategies.

Comments and Suggestions. Of the two writing tests reviewed above, the latter may be the more appropriate instrument for deciding whether students have skills that relate to the **active** task of writing. It is possible for a student to obtain a high score on the LAB test, but still have difficulty writing down his or her own ideas or performing other writing tasks related to the content areas studied in the classroom.

The entry level assessment team should also consider using dictation and free composition as simple, yet effective means of obtaining a wealth of information about the child's functional writing skills. This information can be useful not only for placement purposes, but also for diagnosing the student's writing strengths and weaknesses.

Instruments for Measuring Content Areas

Although there are some achievement tests available that have been especially developed for LEP students (refer to **EDAC Test Collection Catalog** by Lynn Wolfsfeld for a brief description of some tests now available), it might be more appropriate for the assessment team to devise a simple test of functional language in specific content areas that are part of the curriculum of a particular grade level. For example, a student could be asked to summarize in writing a passage from a science book, or to solve a story problem in mathematics, or to draw inferences from a social studies passage. This type of direct test would probably provide as much information about a student's achievement in content areas as a multiple choice standardized test. In addition, a test of functional language has the advantage of giving a good picture of the student's cognitive and linguistic strengths and weaknesses.

Instruments for Measuring Native Language Communication Skills and Cognitive Development

The same procedure used in testing language and cognitive skills in English can be followed when measuring skills in the native language. The stress should be on direct tests (oral interviews, dictation, composition) that allow the student to use functional language in a situation similar to that of a classroom.

Special Educational Needs to be Assessed

It appears that specific tools to evaluate potential learning handicapped LEP students are not available to district personnel. Therefore, the language assessment instruments previously mentioned are often used to assess language minority students for placement in special education programs. This practice is not appropriate. If, during the placement process, a potential LEP student demonstrates a possible learning disability, it

is recommended that the student be referred to a school psychologist for special education testing.

Steps in the Placement Process

Placement procedures for potential LEP students should begin as soon as possible after enrollment and identification procedures have been completed. Former teacher evaluations, parental opinion, and/or student interviews, plus information from the identification process itself could be valuable aids to the successful placement of each student.

Again, it is suggested that approved aural/oral proficiency tests be administered by selected school or district teams of professionals and/or paraprofessionals with English language skills and/or native (L1) language skills, plus any training required for administering particular tests. Particular responsibilities would be to make recommendations for placement and to coordinate this information with the classroom teacher who would be involved with the ongoing assessment of students.

SECTION III

IMPLEMENTING EXIT CRITERIA

Many of the elements of the exit criteria will be similar to those of the entry criteria, especially the skills being assessed and the instruments used to measure these skills. However, there are important differences; one of these is that the student who is to be tested for exiting has had the benefit of participating in a bilingual educational program. Thus, any assessment made of the students who have participated in the program will provide an indirect evaluation of the effectiveness of the program itself.

This section will deal with two stages of the exit process that are used by some bilingual programs in several states, including Ohio. These stages are the trial period of mainstreaming.

Trial Mainstreaming

Some program administrators have found it helpful to establish a trial period of mainstreaming for students who have demonstrated that they are able to participate in many activities that involve English as the only medium of instruction. The purpose of this trial period is to give the student an opportunity to "get the feel" of an all English classroom without taking away all his or her native language support. The steps in the implementation of this trial period and the responsibilities of the personnel involved are discussed below.

Steps to Follow When Trial Mainstreaming.

To determine if the student is ready for trial mainstreaming, scores on standardized achievement tests could be used as well as teacher observation of the student's level of participation in classroom activities. The decision to trial mainstream a student would be based on a consensus reached by the classroom teacher, the instructional aide, and the ESL instructor. An example of how a series of teacher devised direct tests of functional language combined with commercial measures can determine if a student is ready for trial mainstreaming is provided in Appendix A of this handbook.

It is recommended that the trial period take place in the same bilinqual classroom in which the student was placed, and that the trial period be at least one academic year. During this time, the ESL instruction for the student would be discontinued, and the student could be involved in as many all English activities as possible. However, activities in the native language could also be continued in order to allow the student to grow in both native language skills and general cognitive skills.

Staff Responsiblities

The classroom teacher, as well as teachers of content areas (including physical education, music, and art), should assess the student on an ongoing basis during this trial period. Functional language usage can be observed as well as tested through the direct measures mentioned in the previous section. The instructional aide may need to help the student from time to time, especially in reading and writing tasks. In general, instructional personnel should treat the student as a native English speaker in a bilingual classroom. At the end of the trial period, an assessment team consisting of all the student's teachers, the parents, and possibly the student himself or herself can decide if the student is ready to be assessed for final mainstreaming.

Final Mainstreaming

Steps to Follow For Final Mainstreaming of a Student

As Figure 3 on page 34 illustrates, it is suggested that the exit evaluation contain the same components as the entry evaluation with the addition of one or possibly two components: 1) the subjective judgements of the teachers involved and 2) an "Academic Learning Time" (ALT) study, if considered important.

Therefore, the exit evaluation may begin with the assessment of English oral-aural skills. If the student receives a low score, he or she could remain in the bilingual program. If the pupil receives a high score, however, he or she may then be tested for English literacy skills achievement. If a low score is obtained on the English literacy skills testing, the student may remain in the bilingual program. However, if a high score is achieved, it is recommended that a subject content knowledge test be administered in English. If the student does poorly, a similar test could be administered in the native language. If the student receives a low score in the native language also, continuing in the bilingual program may be the most appropriate option.

However, if a high score is achieved in either English or the native language, the bilingual classroom teacher and ESL teacher, if applicable, may be asked to make a subjective evaluation of the student's academic progress to determine whether continuing in the bilingual program or mainstreaming is recommended. If the student is given low recommendations, he or she might remain in the bilingual program. However, if high recommendations are given, the student may be mainstreamed.

The bilingual classroom teacher might, however, wish to conduct an ALT study as an additional predictor of success or failure in the more demanding learning environment of an L2 only classroom. An ALT study attempts to measure the student's ability to stay on task and indicates what level of accuracy he or she is attaining in daily classwork while on task. This concept was developed by Fisher and his associates (1978) and is described as ". . . a measure of student learning-as-it-occurs" (Tikunoff, 1982, p.8). Tikunoff (1982) would ask the following questions before mainstreaming a student: a) will the student be able to decode and understand? b) will he or she be able to participate in a productive fashion? c) will he or she be able to acquire accurate feedback . . . to recognize whether success is being attained, and if not, to comprehend how it might be attained?

If an ALT study is conducted, the student may be retained in the bilingual program if he or she receives a low score and may be mainstreamed if a high score is achieved. If the student is retained in the bilingual program, the bilingual classroom teacher might watch for the appropriate time when the student would be ready to be reassessed.

Appropriate Instruments to Determine Exit Readiness

The assessment instruments used for exiting students from the bilingual program should be chosen on the basis of how well they measure the skills that a student will need

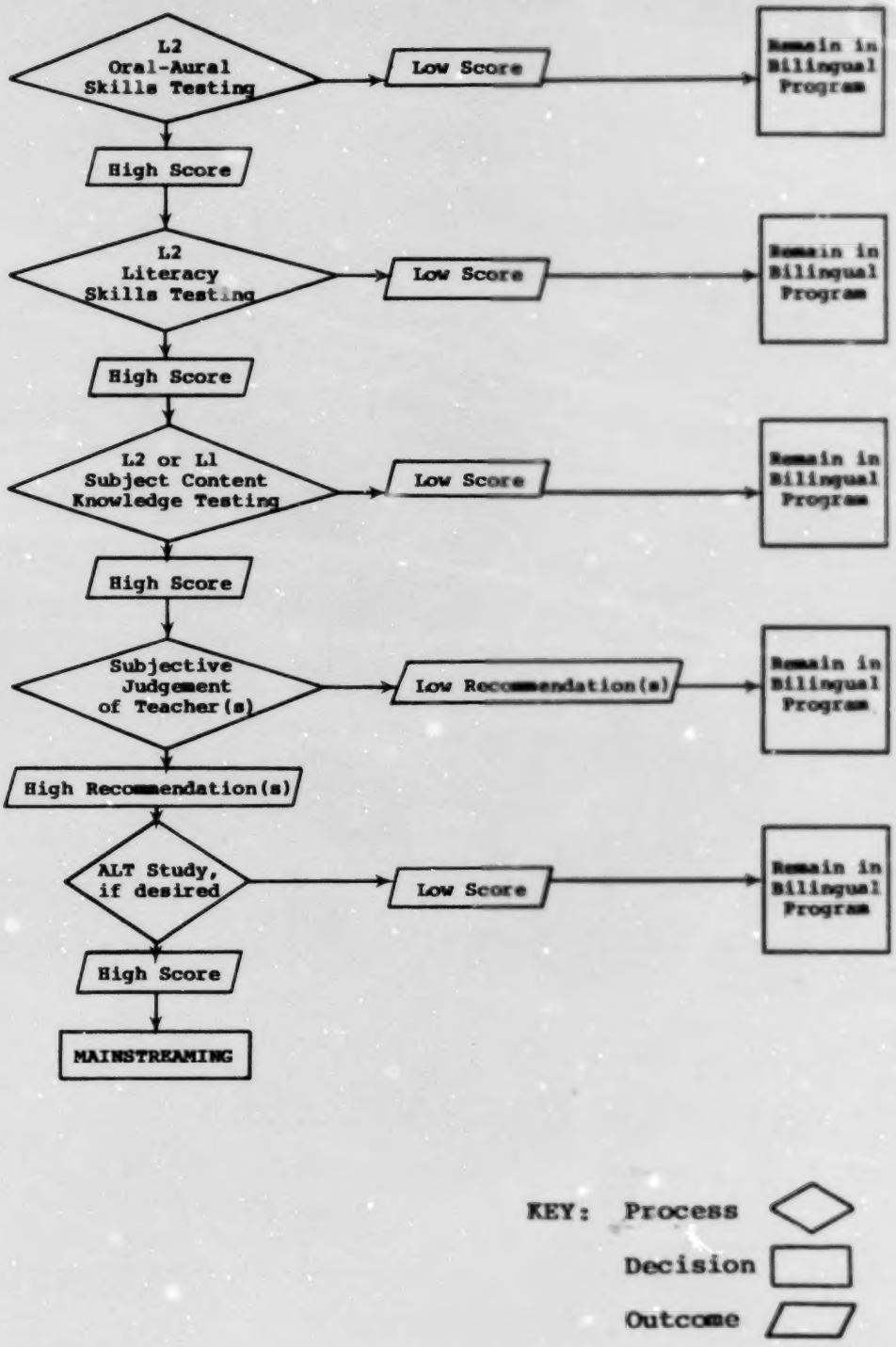


Figure 3. Suggested Exit Evaluation Procedure

to participate effectively in a classroom in which English is the only medium of instruction. Shuy (1977) points out: "There is a growing consensus among second language specialists that tests of grammar and phonology are not accurate predictors of effective participation and that functional language competence is far more crucial" (p. 79).

In the section dealing with entry level assessment tools, a series of easily constructed instruments were mentioned such as oral interviews, reading miscue inventory, cloze procedure, dictation, and free composition. They can be used to supplement standardized tests that use, almost exclusively, discrete point approaches to both language and cognitive skills assessment.

The team in charge of implementing exit criteria has an advantage over the team in charge of implementing the entry criteria. There is more time available, there is the opportunity to obtain input from other staff members and teachers, and there is the advantage of being able to observe the child over a period of time. Donald R. Omark (1981) provides practical suggestions and techniques for carrying out this type of observational assessment.

Staff Responsibilities

Responsibility for exiting LEP students who demonstrate that they can participate successfully in a regular all English instructional program should be shared between the classroom teacher and a language assessment team. The team could include the classroom teacher, instructional aide, ESL teacher, parents, content area teachers, and other bilingual and administrative staff members.

In many districts, the team uses several methods to determine readiness such as:

1) tests administered at the end of each school year to determine the extent to which a student has developed oral and written language proficiency and specific language skills in both L1 and L2;

2) achievement test scores (at or above district established percentiles in reading and language arts);

3) other indications of students' overall progress as determined throughout the year, including, but not limited to, criterion-referenced test scores, subjective teacher evaluation, and parental evaluation.

Involvement of each of the assessment team members would be determined by the particular group of skills in which the LEP student is assessed. (See Figure 3.)

Staff members should be aware that the purpose of entry and exit criteria is essentially the same - to determine as accurately as possible whether a bilingual student does in fact require bilingual education at a particular point in time. As is evident, it is suggested that the entry and exit evaluations employ a variety of assessment procedures in order to insure that a bilingual student is not mainstreamed too soon. It should also be recognized that in the case of both entry and exit evaluation procedures, the components recommended in this handbook are not meant to be exhaustive. On the contrary, it is suggested that other relevant information be acquired and studied before making entry or exit evaluation decisions.

SUMMARY

The sole purpose of this handbook is to suggest guidelines that may be useful in the planning, establishing, and implementing of entry and exit evaluation procedures within bilingual education programs of the Ohio public schools. The identification of potential LEP students, their placement into bilingual or mainstream classrooms, and their reclassification, if applicable, have been addressed.

Several references from the literature which are particularly significant and applicable to the notions of entry and exit criteria are cited. Cummins (1980) establishes a distinction between two contrasting types of language proficiency: 1) "basic interpersonal communicative skills" (BICS) and 2) "cognitive/academic language proficiency" (CALP). To illustrate, there is sometimes too much emphasis placed upon English oral-aural proficiency testing at the expense of English literacy skills assessment when attempting to predict whether a student would succeed in a mainstream classroom.

Krashen's (1982) discussion of the role of subject content knowledge in bilingual education programs is also important to understand. He contends that content knowledge of subjects such as math and geography, at least in the native language, is necessary if subject matter instruction in only English is to be comprehensible.

Tikunoff (1982) cites the work of Fisher and his associates (1978) who developed the concept of "Academic Learning Time" (ALT). An ALT study may be an excellent additional predictor of success or failure in the more demanding academic environment of an L2 only classroom since it attempts to measure the student's ability to stay on task and indicates what level of accuracy he or she is attaining in daily classwork while on task.

Finally, an actual case study, illustrating the application of exit criteria, has been included (see Appendix A). Also, a summary of the entry and exit criteria of four out of state bilingual education programs has been presented (see Appendix B).

Appendix A

Exit Criteria Put Into Practice: A Case Study

Felipe Gomez (not his real name) is a nine year-old boy who is about to complete the third grade in a bilingual school in Ohio. He has attended three years of school (kindergarten, first and second grades) in Puerto Rico before coming to Ohio in the summer of 1982. This has been the first time that he has attended classes on the mainland of the United States. His schooling has not been interrupted.

He is now living with his mother, father, and a younger brother and sister. A grandmother, aunt and uncle, and several cousins also live in the same city in Ohio. According to the mother, Spanish is always spoken at home and at gatherings with relatives. Felipe has several playmates with whom he speaks Spanish, but he also has one Anglo friend with whom he communicates in English.

The bilingual classroom in which Felipe has been placed contains a majority of students with Spanish-speaking backgrounds and a minority of students who are native English-speakers. A native Spanish-speaking instructional aide gives special assistance to groups which are at low reading levels. She uses Spanish to clarify the content, but all the texts are in English; no content is formally taught in Spanish, including reading and writing. Felipe receives 45 minutes of ESL instruction (on a pull-out basis) most days.

After Felipe was identified as potential LEP and placed in the bilingual classroom, oral communicative skills were tested with Part I of the LAB test (Listening) in which he scored 7 out of 18 correct. Further testing with the LAB was not carried out by the examiner because it was evident that Felipe was having too much difficulty understanding the instructions. In addition, his oral skills were assessed with the LAS; he scored 2 out of 10 in

the comprehension section, and 0 out of 10 in the oral production section. Therefore, he was classified at Level A, that is, clearly and unequivocally lacking in aural/oral English language skills and unable to survive his total school experience without immediate attention.

Although Felipe's oral communication skills in English were almost non-existent at the beginning of the year, both the classroom teacher and the instructional aide considered his progress during the course of the year to be commendable. He was getting very good grades on all his spelling tests, and he was able to correctly complete the ditto sheets relating to specific reading skills (a heavy emphasis is placed on phonics in this particular classroom). He was also successfully completing his computational assignments in math. Therefore, both the teacher and instructional aide considered the possibility of placing Felipe in a trial period of mainstreaming (this would be carried out in a bilingual classroom the next year, but he would receive a minimum of clarification of instructional matter in his native language, and his ESL classes would be discontinued).

Language Assessment Scale (post-test) - Only parts IV (Comprehension) and V (Oral Production) were given to Felipe. He scored 8/10 (an increase of 6 over his pre-test at the beginning of the year) on Part IV, and he scored at level 3 on Part V (the re-telling was comprehendible and quite accurate, but some syntactical errors were made indicating that he still lacks the facility of a proficient speaker).

Language Assessment Battery (post-test in English) - This time, Felipe was able to complete every section of the test, and he obtained a final score of 53 out of 92, which places him in the middle of stanine 3. (In some bilingual schools, a child can be reclassified

at Level C, that is, ready for trial mainstreaming if the child scores at stanine 3 or 4 on a standardized test of English proficiency.) The sub-scores on this test were the following: Listening - 18/30; Reading - 15/28; Writing - 12/20; and Oral Production - 8/14.

Language Assessment Battery - Listening in Spanish - On this section of the test, Felipe scored 28/30.

Bilingual Syntax Measure - English - According to the scoring system, Felipe would be placed at Level IV - Intermediate English.

Bilingual Syntax Measure - Spanish - On the same test in his native language, Felipe missed only two questions (involving the syntax of the past conditional form). He would be placed at Level V - proficient in Spanish to a high degree.

Personal Interview in English - The format that was used in this instrument was the following: Typical classroom commands were made requiring physical responses, questions were also posed that required one word responses, phrases, the formation of questions, sustained discourse, picture descriptions, and story retelling. Felipe was able to respond immediately to all the commands, and he was able to give quick one-word answers to the simple questions relating to classroom materials, among other things. However, he had difficulty answering with phrases, forming questions, and using sustained discourse to describe pictures, to relate personal experiences, and to retell a story.

Personal Interview in Spanish - The same format was used in Spanish as in English. Interestingly, the pattern of his responses in this interview was similar to that in English. Even in his first language, Felipe had difficulty speaking in long phrases and sustaining discourse. However, it was obvious that he was able to express himself with more ease in Spanish than in English.

Oral Reading in English - The text from which Felipe did his oral reading was taken from the reader that he was currently working with in class. He was able to read the passage with fluency and had difficulty with only one word. He did not omit words, insert new words, or substitute words. He seemed to read with understanding. He used some "chunking" (grouping of words into one recognizable phrase) techniques, indicating that he is able to predict in English reading.

Oral Reading in Spanish - It was obvious that Felipe's reading skills in Spanish are much more developed than those in English. He was able to use word attack strategies (context clues, phonics, syntax) to figure out words that were not part of his sight word list. He was less dependent on the visual input because he was able to bring much more nonvisual information and background experience to the reading process.

Free Composition in English - The following is the text of Felipe's composition:

> We check are homework and we check the worksheet in school. I go to EST. I know something new Everyday. I practis my fact. I wash t.V. and I play with my brothers.

Felipe apparently uses phonetic principles when attempting to spell new words ("are" for "our," "practis" for "practice," and "wash" for "watch"). On the other hand, he shows that he realizes that English is by no means consistently phonetic when he correctly spells "know" and "new". He is still not sure of the correct use of capital letters. It seems there is some interference from Spanish when he uses brothers to mean brother and sister.

Free Composition in Spanish - The text of Felipe's composition follows:

> vengo ala es Escuela i studio muchas cosas i me studio las multiplicaciones i cuando sargo de la escuela juego con mis amigos pues isimos coger El frio que use i otras cosas mas.

It is interesting to note that given the same topic (my daily activities) and the same amount of time (20 minutes), Felipe wrote no more in this native language than he did in English, even though his first three years of schooling were in an all Spanish setting. His written paucity in both languages seems to parallel his natural oral reticence. His command of capital letters is not any better in Spanish than in English. It seems that he is beginning to forget some of the Spanish orthography that he probably learned in Puerto Rico. In fact, it appears that English is beginning to influence some of his spellings ("studio" for "estudio").

Informal Observation - Felipe seems to be a good natured boy with a cheerful disposition. He is always an active participant in the ESL classes, and in the regular classroom, he took his studies seriously. In other words, he seemed to have a good attitude toward himself and toward his school. He worked well with his peers, both native English speakers and native Spanish speakers. However, in the lunchroom and on the playground, he preferred to be with his best friend who also spoke Spanish. When he found himself with an adult, he was respectful but never verbal. Although he rarely volunteered to speak during periods when students related personal experiences to their classmates, he always listened attentively to his peers.

Conclusions. From this series of assessments, it is possible to make some rational judgements about Felipe. First of all, it does not seem advisable to place him at this stage in a trial mainstreaming situation. Although he scored fairly high on the standardized language proficiency tests, it became obvious with the direct tests of functional language that Felipe is still weak in those skills that require the creative use of language such as maintaining sustained discourse to describe and to explain, writing down his own thoughts and commenting on the thoughts of others. Therefore, it would be difficult for him to participate effectively in an all English situation.

Secondly, Felipe has specific strengths that should be taken advantage of and specific needs that obviously should be addressed when planning an instructional strategy for him. Obviously, he is Spanish dominant at home, in the neighborhood, and in informal situations at school. But his receptive skills of listening and reading in English in formal school situations are quite strong. He functions best in structured situations where he can apply learned formulae.

He needs reinforcement especially in the creative production of language (both English and Spanish) in a variety of registers for sustained and purposeful communication. His oral and reading strengths in Spanish should be used to speed his cognitive development in different content areas. This in turn should aid in the development of his English communication skills.

APPENDIX B

BRIEF SUMMARY OF ENTRY AND EXIT CRITERIA OF FOUR OUT OF STATE BILINQUAL EDUCATION PROGRAMS

1. California

A. Major Minority Languages in informally Estimated Order of Prevalence: Spanish, Vietnamese, Cantonese, Korean, Tagalog.

B. Method of Identifying Potential LEP Students: Home Language Survey

ENTRY

Skills/Other Criteria Evaluated	Instruments Used	LEP, if
1. English oral/aural Proficiency	BSM - I (Gr. K-1) BSM - II (Gr. 3-12)	Below 6 Below 4
OR		
2. English Reading	CTBS	Below District Standard
OR		
3. English Writing	Writing Sample	Below District Standard

The entry and exit criteria of the program in this appendix may may not be presented in full detail.

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, if
1. English oral/aural proficiency and student mastery of English language curriculum	Teacher observation Grades, continual progress, test scores	Abilities comparable to those of nonminority native English speakers of same grade level and age
AND		
2. English oral/aural proficiency	BSM - I (Gr. K-1) BSM - II (Gr. 3-12)	4 and above 6 and above
AND		
3. English writing	Teacher evaluated writing sample or a standardized writing test as noted in #5 below or standardized writing test score as indicated in #5 below	Writing sample score comparable to that of nonminority English proficient students of same grade level and age
AND		
4. Parental judgement	Parents examine performance history appropriate	Parental agreement that final decision is
AND		
5. English language arts, English reading, English math, English writing (optional if assessed in # above)	CTBS or a department approved standardized criterion referenced test	At 36th percentile or above in each subject OR From 31st to 35th percentiles with consent of language appraisal team and student is given supportive instruction as necessary OR Below 31st percentile but not lower than 3 percentage points below local district 50th

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, if
		percentile for nonminority students (if local norm is lower than 36th percentile of national norm) OR Score on standardized criteria referenced test "substantially equivalent" to average score of nonminority students speaking only English of same age & grade level, as approved by department

2. Chicago

A. Major Minority Languages in Informally Estimated Order of Prevalence: Spanish, Korean, Assyrian, Cambodian, Vietnamese, Cantonese

B. Method of Identifying Potential LEP Students: Informal judgement during registration

(Elementary School Level)

ENTRY

Skills/Other Criteria Evaluated	Instruments Used	LEP, if
1. English oral/aural proficiency, English reading	FLA, Teacher rating, and instructional category	Student does not achieve: High FLA performance OR Student does not achieve: High score in English reading OR Moderate FLA score & teacher rating of 3, 4, or 5 and instructional category 3 OR Low FLA score and teacher rating of 4 or 5 and instructional category 3, and not a recent arrival OR Teacher rating of 4 or 5 and instructional category 3

Comments: Teacher rating refers to the teacher's rating of the student's English oral-aural proficiency and perhaps reading level, based on the district five-point scale with "5" being greatest.

"Instructional category" is determined by FLA answers, teacher ratings and competency and achievement test scores:

#1 70% home language/30% English language instruction
#2 50% home language/50% English language instruction
#3 30% home language/70% English language instruction
#4 All instruction in English

(Elementary School Level)

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, if
English Reading	Criterion referenced testing program of Chicago Public Schools...ITBS is also administered if student is classified as category "B" or "C"	If at mastery level for age cycle according to national norms in English reading
AND		
English math	ITBS, if student is classified as category "B" or "C"	Not "significantly below" mastery level
OR		
English reading	Criterion referenced testing program of Chicago Public Schools...ITBS is also administered if student is classified as category "B" or "C"	At or above one standard deviation below national norm for age cycle if other information in child's profile is favorable
AND		
English math	ITBS, if student is classified as category "B" or "C"	not "significantly below" mastery level

Comments: Within the bilingual program, students are classified as category "A," "B," or "C." Students in category "C" least require program services.

If a criterion referenced test and the ITBS are both administered, only the higher of the two scores is considered.

Chicago (continued)

(High School Level)

ENTRY

Skills/Other Criteria Evaluated	Instruments Used	LEP, if
1. English Reading	Achievement test	Score not high
AND		
2. English reading, English math	Proficiency Skills Test	Has failed the minimum Proficiency Skills Test
AND		
3. English oral-aural proficiency,	FLA	Score not high
AND		
4. English oral-aural proficiency, English reading	FLA Teacher rating Instructional category	Has not achieved moderate FLA score, nor been teacher rated at English oral-aural proficiency level 4 or 5, nor been placed into instructional category 3
AND		
5. English oral-aural proficiency	Teacher rating Instructional category	Has not been teacher rated at English oral-aural proficiency level 4 or 5 nor been placed into instructional categories 2 or 3.

(High School Level)

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, if
1. English Reading	Continuous progress/ Mastery Learning Program (Criterion referenced tests used at elementary school level	Has successfully completed Level "N"
	OR	
	Norm-referenced test (ITBS-TAP, high school level)	At or above 8.0 grade equivalent
AND		
2. English reading, English math	Proficiency Skills Test	Has passed the minimum Proficiency Skills Test

3. New York City

A. Major Minority Languages in Informally Estimated Order of Prevalences: Spanish, Chinese, Haitian-Creole/French, Russian, Greek.

B. Method of Identifying Potential LEP Students: Parent Interview or Home Language Survey

ENTRY

Skills/Other Criteria Evaluated	Instruments Used	LEP, if
(Students Whose Primary Language is Spanish)		
1. English listening, English reading, English writing, English speaking	LAB (English Version)	Below 21st percentile
AND		
2. Spanish listening, Spanish reading, Spanish writing, Spanish speaking	LAB (Spanish Version)	Spanish version percentile score is higher than English version percentile score.
(Students Whose Primary Language is Other Than Spanish or English)		
1. English listening, English reading, English writing, English speaking	LAB (English Version)	21st percentile or above

EXIT

(Students Whose Primary Language is Spanish)

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, if
1. English listening, English reading, English writing, English speaking	LAB (English Version)	21st percentile or above
OR		
2. Spanish listening, Spanish reading, Spanish writing, Spanish speaking	LAB (Spanish Version)	English version percentile score is higher than Spanish version percentile score
Students Whose Primary Language is Other Than Spanish and English		
1. English listening English reading, English writing, English speaking	LAB (English Version)	Below 21st percentile

4. Texas

A. Major Minority Languages in Informally Estimated Order of Prevalence: Spanish, Vietnamese, Laotian, Cambodian, Chinese.

B. Method of Identifying Potential LEP Students: Home Language Survey

ENTRY

Skills/Other Criteria Evaluated	Instruments Used	LEP, if
	(Grades K - 1)	
1. English oral-aural proficiency	LAS - I	Below 75
	(Grades 2 - 12)	
1. English oral-aural proficiency	LAS - I (Grades 2-5) LAS - II (Grades 6-12)	Below 75 Below 82
2. English reading English lanaguage arts	ITBS	Below 23rd percentile OR Between 23rd and 40th percentiles and language proficiency assessment committee denies NON-LEP status based on other factors such as: —recommendations of present/previous teachers —present/previous grades —parent recommendation —emotional/maturational data —criterion referenced test scores and skills continuum progress or informal evaluation measures —student interview

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, if
	(Grades K - 1)	
1. English oral-aural proficiency	LAS-I	75 or above
	(Grades 2 - 12)	
1. English oral-aural proficiency	LAS-I (Grades 2-5) LAS-II (Grades 6-12)	75 or above 82 or above
AND		
English reading, English language arts	ITBS	At or above 40th percentile in both English language arts and reading OR Between 23rd and 40th percentiles and language proficiency assessment committee gives consent based on other factors such as those listed under #2 for Entry.

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Contact: The Psychological Corporation
757 Third Avenue
New York, NY 10017

OR

4640 Harry Hines Blvd.
Dallas, TX 75235
(214) 634-7811

Comprehensive Test of Basic Skills (CTBS)

Contact: McGraw-Hill Book Company
Webster Division
8301 Ambassador Row
Dallas, TX 75247
(214) 631-6998

Dailey Language Facility Test

Author: Dailey, J.T.

Contact: The Allington Corporation
801 North Pitt Street #707
Alexandria, VA 22314

Functional Language Assessment (FLA)

Authors: Under direction of Chicago Board of Education

Contact: Dr. W.K. Rice, Jr., Director of Technical Services
Chicago Board of Education
Department of Research and Evaluation, 5 West
1819 West Pershing Road
Chicago, IL 60609

Iowa Test of Basic Skills (ITBS) & **Test of Achievement and Proficiency** (TAP)

Contact: Riverside Publishing Company
1919 South Highland Avenue
Lombard, IL 60148
(800) 323-3373

Language Assessment Battery (LAB)

Authors: Under direction of New York City Board of Education

Contact: Riverside Publishing Company
1919 South Highland Avenue
Lombard, IL 60148
(800) 323-3373

Language Assessment Scales (LAS)

Authors: DeAvila, E.A. and Duncan, S.E.

Contact: Linguametrics Group
P.O. Box 454
Corta Medera, CA 94925
(415) 459-0212

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Authors: Sucher, F. and Allred, R.A.

Contact: The Economy Company
P.O. Box 25308
1901 North Walnut
Oklahoma City, OK 73125
(405) 528-8444

Woodcock Language Proficiency Battery

Author: Woodcock, R.W.

Contact: Teaching Resources
New York, NY

BILINGUAL EDUCATION PROGRAM PERSONNEL CONTACTED

California State Department of Education, Sacramento, CA.

Gilbert Lopez, Bilingual Consultant
Chong K. Park, Bilingual Consultant

Chicago Public Schools, Chicago, IL.

William K. Rice, Jr., Director of Technical Services, Department of Research and Evaluation
Lourdes Travieso-Parker, Director, Department of Multilingual Education

Cincinnati Public Schools, Cincinnati, OH.

Myriam Met, Director of Alternative Bilingual Programs

Cleveland Public Schools, Cleveland, OH.

Carmen Cancel, Acting Coordinator of the Bilingual-LAU Programs
Claudine Menesse, Director of the LAU Assessment Center
Angie Zaccardelli, Coordinator of the CAIR Program
Stephania Chayka, Principal of Waverly Elementary School
Carl Ricchetti, ESL Teacher at Waverly Elementary School
William Miller, ESL Teacher at Waverly Elementary School
Linda Hartford, Third Grade Classroom Teacher at Waverly Elementary School
Carmenza Anton, Instructional Aide at Waverly Elementary School

Dade County School Board, Miami, FL.

Rosa Inclan, Supervisor, Bilingual Education

Florida Department of Education, Tallahassee, FL.

Cathy Brawer, Bilingual Consultant

Lorain Public Schools, Lorain, OH.

Sylvia Cooper, Program Coordinator of the Bilingual Program
Teri Rivera, Bilingual Teacher in a Third Grade Bilingual Classroom at Lowell Elementary School

Midwest National Origin Desegregation Assistance Center, Milwaukee, WI.

Patricia Peterson, Program Coordinator for Special Education

Minnesota State Department of Education, St. Paul, MN.

Jessie Montano, Supervisor, LEP Education Unit
Mary Diaz, Program and Curriculum Specialist, LEP Education Unit

New York City Board of Education, Brooklyn, NY.

Yvonne Jimenez, Director, Center for Assessment and Evaluation

Northwest Regional Education Laboratory, Portland, OR.

Alfredo R. Aragon, Director of Centers for National Origin and Race Equity, Center for Bilingual Education

Seattle School District, Seattle, WA.

Lawrence Matsuda, Director of Bilingual Education

Texas Education Agency, Austin, TX.

Oscar Cardenas, State Director of Bilingual Division
Belinda Flores, Bilingual Consultant

Toledo Public Schools (Walbridge Elementary School) Toledo, OH.

Nguyen Khac Do, Director of English Language Development Program
Ann Taylor, Bilingual Classroom Teacher
Lucy Baldarrama, Bilingual Classroom Teacher

Washington Department of Public Instruction, Olympia, WA.

Keith Crosbie, Coordinator of Bilingual Education

Youngstown Public Schools, Youngstown, OH.

Irma Olmedo-Williams, Program Director of the Bilingual Program